



SKILLS  
DEVELOPMENT  
PROGRAMME

# SCHOOL DEVELOPMENT GUIDE

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## CAMBODIA

A project of:



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Swiss Agency for Development  
and Cooperation SDC

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The quality assurance process helps the TVET institution to support its development and ensures its services meet the quality standards set by the authorities and expectations of stakeholders.

## Abbreviations

CQAM	Cambodian Quality Assurance Manual
DSC	Department of Standard and Curriculum
IAM	Improvement Agreement Meeting
MEF	Ministry of Economy and Finance
MIS	Management Information System
MoLVT	Ministry of Labour and Vocational Training
NTB	National Training Board
PDCA	Plan-Do-Check-Act
QA	Quality Assurance
QAR	Quality Assurance Representative
QM	Quality Management
QMS	Quality Management System
SDP	School Development Plan
SMART	Specific-Measurable-Attractive-Realistic-Timebound
SWOT	Strength-Weakness-Opportunity-Thread
TVET	Technical, Vocational Education and Training

## Terminology

### Cambodian Quality Assurance Manual

The Cambodian Quality Assurance Manual (CQAM) is a document developed for TVET institutions to install the Quality Management System (QMS) in their institution. The main objective of this manual is to provide procedure and method of assessing quality of the training as well as to facilitate the external and internal QA auditors in undertaking QA assessment of training process at TVET institutions. The QA Model adopted for Cambodia has been agreed and approved by National Training board (NTB) on 17<sup>th</sup> February, 2012 and Prakas no. 532 issued on 15<sup>th</sup> December, 2016. Using the CQAM in TVET sector has also been approved by minister of MoLVT.

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### External Evaluation

External evaluation or external auditing of TVET institutions tracks the physical, organizational, services and quality of training institutions at individual institution and aggregate (national) level. External evaluations are carried out by an authorised body (QA-Department of DGTNET) on a regular basis and based on the self-assessment report of the TVET institution, the CQAM and school development performance criteria agreed with each individual TVET institution.

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### Internal Assessment or Self-Assessment

Internal assessment or self-assessment of a TVET institution is the process or methodology carried out by a TVET institution under its own responsibility, to evaluate its performance or position in relation to its services, internal staff, beneficiaries or clients, policy and/or internal organisation, development plan, etc. It is a diagnostic review and evaluation teaching, learning, and outcomes based on a detailed examination of curricula, structure, resources and effectiveness of the institution, system or program. It aims to determine if the TVET institution, system or program meets generally accepted standards of excellence. Self-assessment serves as preparation for external evaluation, a site visit by external experts or quality assurance auditors.

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### Internal Evaluation or Monitoring

Internal evaluation or monitoring is the process to review the impact of measures/activities that are particularly important to achieve an objective and sometimes involve a great deal of effort and should therefore be evaluated/monitored and reflected.

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### Quality Management System

A quality management system (QMS) is a formal system used to document, track, approve, and adhere to policies, procedures, regulations, and processes. Having a comprehensive QMS systems in place enables TVET institutions to design and deliver training programmes and assess trainees by complying with a variety of regulations meeting customer and regulatory requirements and improve its effectiveness and efficiency on a continuous basis. The quality management system of TVET institutions includes **quality assurance and school development plans as essential instruments** and follows the four steps of the PDCA logic of continuous quality improvement – Step 1 Planning, Step 2 Implementation, Step 3 Evaluation, Step 4 Review (in the latter feedback mechanisms and improvement actions are included).

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### Quality Areas

Quality areas or quality processes are the six defined areas/processes that directly influence the development and performance of the TVET institution, areas/processes in TVET provision that are directly related to teaching and/or training and areas/processes necessary for making the

organisation work properly. They are defined as (I) Management and Governance, (II) Physical Resource, (III) Staff and Teacher, (IV) Student, (V) Curriculum, Teaching and Learning, and (VI) Research and Development.

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### **Quality Assurance**

Quality assurance focuses on both administrative and procedural activities that are implemented in a quality management system to meet the requirements of the authorities and expectations of stakeholders. The quality assurance process helps the TVET institution to support its development and ensures its services meet the quality standards set by the authorities and expectations of stakeholders.

According to the CQAM, Quality-Assurance Audits track the physical, organizational, services and quality of TVET institutions at individual institution and aggregate (national) level.

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### **Quality Assurance Framework for School Development**

The quality assurance framework for school development outlines the essential foundation for achieving sustainable excellence for TVET institutions. The framework allows TVET institutions and their supervisory authorities to understand the cause-and-effect relationships between what is provided (input – requirements/conditions), what the TVET institute does (processes/areas) and the outputs (results/impacts) it achieves.

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### **Quality Criteria for School Development**

Ten (simple) criteria to assess, evaluate and confirm the quality, effectiveness and efficiency of TVET institutions which are key instruments for TVET governance and for improving the quality of TVET. The aim is to help the supervisory authorities (DGTNET) and the TVET institution management to ensure the adequate and consistent monitoring and evaluation of performance and quality improvement of the TVET institution based on a common set of quantitative and qualitative reference indicators, as well as the evidence-/fact-based decision-making about improvements.

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### **Quality Review**

Quality review is the annual process of internally reviewing the achievements of the TVET institution against the quality criteria for school development and own objectives as described in the school development plan. Quality review is the pillar of the quality assurance and school development process, as by critically reviewing the quality of a VET institution's performance and provision, it is the basis for the long-term organisational and quality improvement. Quality review is an essential management tool in the processes of evaluation of the global performance of a VET institution's operation and professional work, with a focus on the efficiency and effectiveness of its education and training provision and of improvement of the institution's resilience and responsiveness to the changing circumstances and labour market needs. It supports an informed decision-making process and leads to evidence-based developments and improvements.

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### **School Development Plan**

The school development plan is a comprehensive document outlining the TVET institution plans and ways of implementation for a period of 5 years. The school development plan includes an analysis/review of the previous implementation period, objectives for the coming implementation period, timelines, responsibilities and resources needed for implementation as well as a monitoring plan for essential activities. The school development plan is developed in line with national and provincial strategies and the TVET institution's own development requirements.

## Specific Objective

The specific objectives are (normally) short-, medium-term objectives which relate directly to the strategic objectives or own development requirements of the TVET institution. They derive from the strategic objectives and contribute to their achievement or express what the TVET institution is striving for or wants to achieve, within a definite period, through its operations.

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## Stakeholders

TVET institutions have a wide range of internal and external stakeholders that play an important role in influencing the quality of their provision. They have a direct or indirect contribution in the overall performance of the TVET institution. The key stakeholders in TVET institutions include:

Internal stakeholders:

- Students: as they are at the heart of the teaching and training process, they should be at the heart of the self-assessment process. If their feedback is properly collected, students provide an honest, fair, and valuable insight into their learning experiences, needs, and expectations.
- Parents: actively engaging parents in their child's education and personal development can be a powerful determinant to their success and is highly relevant in reducing the risk of early leaving.
- TVET institution staff (management, teachers, trainers, support staff, other staff): being directly involved in the teaching and training processes, they can provide valuable feedback on the quality of the TVET programmes' design and delivery and on the effectiveness of the support services as well as on the operational aspects of the institution.

External stakeholders:

- Companies, enterprises providing external practical training sites, apprenticeship places, dual training
  - Employers' and industry representatives: as direct beneficiaries of the TVET graduates, they can provide relevant feedback on the extent to which TVET programs address the needs of the labour market.
  - Community organisations: they can offer feedback on the VET institutions' success in providing an inclusive learning environment and having a social impact.
  - Public bodies and Government Agencies: being responsible for setting up TVET policies and regulations, they have a wider view of the TVET landscape and can provide valuable feedback from this perspective.
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## Strategic Objective

The strategic objectives are the mid- or long-term objectives of the institution, which are normally defined – at a higher (national or provincial) level. Strategic objectives are related to the national and/or provincial TVET strategy or may be related to the future development of the institution, over several years.

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## 1. Introduction

This document is a result of the process initiated by the Directorate General of TVET of the Ministry of Labour and Vocational Training (MoLVT) on the development of a “School Development Guide”, as part of the Swiss Agency for Development and Cooperation funded “Skills Development Project.”

The main aim of the School Development Guide is to support TVET institutions (following named “schools”), on how to plan their school development and interlink school development and quality assurance. The document supports the MoLVT’s goal to strengthen the quality of TVET at the school level and to further strengthen the in-practice use of the quality assurance.

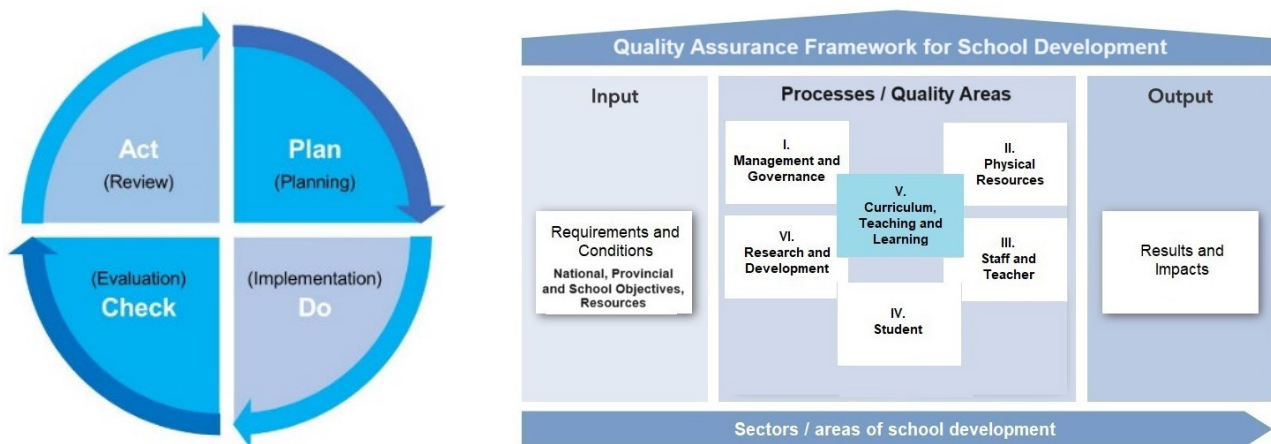
The School Development Guide is made for the management and quality assurance team of TVET institutions as well as for technical departments of DGTVET (following named „school’s supervisory authority”) supervising and/or monitoring institutional development and quality assurance of TVET institutions .

The Handbook has three sections: The first section presents the used abbreviations and terminology. The second section provides information aiming to support schools in the development of school development planes with interlinked quality assurance in setting its mission, vision, objectives, corresponding activities, and timelines and resources needed to implement these activities. It describes the key aspects to be considered by schools when linking school development to quality assurance. The third section includes an extensive range of annexes providing templates to schools for the development, implementation and review of school development plan, and examples to see how it works.

The School Development Guide sets the framework for school development and quality assurance of the school development process. Its key principle should be observed but it is a living document that should respond to the needs of schools and to strengthen their capacity to improve their policies and programmes and to enhance their education and training provision.

## 2. Quality Management System

The Quality Management System (QMS) for schools, is used to implement all development projects of a school, both centrally defined reform projects, provincially initiated and school-specific topics and concerns. Key instruments of the QMS for schools are the School Development Plan (SDP) and quality assurance. The School Development Plan will support the strategic orientation of the school in form of target agreements with the school’s supervisory authority as well as the school community (teachers, supporting staff, school advisory board, students) and employers. The School Development Plan is a living document and is developed to be continuously monitored/evaluated and updated. The School Development is directly linked to the principles of Quality Assurance (QA) following always the Plan-Do-Check-Act (PDCA) cycle and in its logic the quality assurance framework for school development as displayed below.



This handout is intended for Cambodian TVET institutions to help them learn how to develop SDP interlinked to quality assurance.

### 2.1 The SDP as a central element of the QMS

The basis for development of the SDP is the Quality Assurance Framework for School Development. It describes the essential characteristics of school quality and forms the binding, content-related basis of the quality management system for schools. The school development objectives have to be related to the quality areas - Management and Governance, Physical Resources, Staff and Teacher, Students, Curriculum, Teaching and Learning, and Research and Development - as defined in the Cambodian Quality Assurance Manual (CQAM). However, school development to a large extent is dependent on requirements and conditions coming from the national as well as provincial level, such as: national and/or provincial goals and (provided) financial and human resources. Moreover, the results and impact of the development have to be evaluated and considered. To simplify this process, the provided inputs (especially financial inputs from national, provincial and school own resources) and 6 quality areas/processes of the CQAM are transferred into 9 quality criteria used to measure the development of the school (see graphic and table below). Strengthening one of the processes should have a direct impact on one or more of the 9 quality criteria used to measure school development. In this way the cost-benefit of school operation and its output is stronger considered and the main purpose or core task of the school, the development and creation of optimal conditions for teaching and learning processes at the school, is given more focus.

In the SDP, the strategic and specific school development objectives for the next five years are defined, required measures/activities to implement these objectives are planned and budgeted and evaluation/monitoring of essential measures/activities are determined. School management and school supervisory authority shall agree and sign the SDP and its financing.

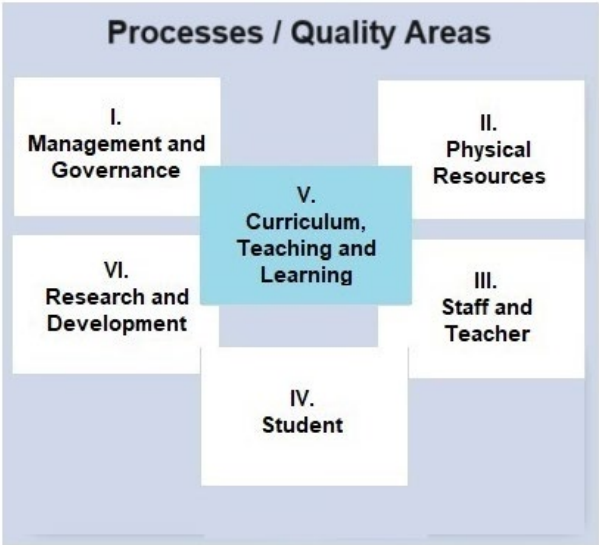
<b>Inputs and processes that directly influence the development and success of schools</b>	<b>Criterion to measure school development</b>
<p><b>Inputs:</b> Direct financial investments by national or provincial authorities, school own financial resources or resources provided through collaboration with industry and external actors.</p>	<ol style="list-style-type: none"> <li>1: Investment in training of employees (especially teachers and trainers but also managers and support staff)</li> <li>2: Investment in facilities, equipment, tools and materials</li> </ol>
<div style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><b>Processes / Quality Areas</b></p>  </div>	<ol style="list-style-type: none"> <li>3a: Participation rate in TVET programmes</li> <li>3b: Inclusion or prevalence of vulnerable groups</li> <li>4: Completion rate in TVET programmes</li> <li>5: Placement rate of TVET graduates</li> <li>6: Utilisation of acquired skills at the workplace</li> <li>7: Mechanisms to identify training needs in the labour market</li> <li>8: Schemes used to promote better access to TVET</li> <li>9: Mechanisms to cooperate with industry/external stakeholders</li> </ol>

Table: 6 quality areas/processes and indicators of the CQAM and 9 simplified quality criteria used for school development planning

Quality areas/processes and indicators as provided in the CQAM	Quality criteria for school development
<p><b>Quality Area 1: Management and Governance</b>            Management and governance is related to the mechanisms, policies and process by which an institution is governed (overall system) and managed at the day to day level. VET institutions that offer the vocational education and training should have 3 to 5 years strategic plan with a clear vision, mission and goal statements, and these statements should be supported by teaching and administration staff, and the community.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• The mission, goal, objectives, and activities of TVET institutions should be clearly defined in the institution strategic plan.</li> <li>• TVET institutions shall accurately define strategic plan in according with its' resources.</li> <li>• TVET institutions shall put training, academic activities and actions stated in its strategic plan into effective use.</li> <li>• Mission, goals, and objective of the TVET institutions shall be widely disseminated to all the TVET's teaching staff and students.</li> <li>• Strategic plan of TVET institutions shall be well disseminated to all involved members within TVET sector.</li> <li>• Each TVET institution shall have adequate leading and management mechanism based on the stated mission.</li> </ul>	<p><b>Criterion 1: Investment in training of employees (especially teachers and trainers but also managers and support staff):</b>            Basic information needed is the number of employees available and the number needed to fulfil the programmes (especially the teachers and trainers available for existing course and the number of teacher and trainers needed for new programmes/courses. (Teacher/Trainer : Student/Trainee Ratio))</p> <ul style="list-style-type: none"> <li>• share of employees (teachers and trainers) participating in further training</li> <li>• amount of funds invested</li> </ul>
<p><b>Quality Area 2: Physical Resource</b>            Facilities, equipment, instructional materials and supplies comply with health and safety standards (wherever applicable), reflect current technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and needs of the training program.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Facilities, equipment, and instructional materials are of sufficient quantity and quality needed to accomplish stated instructional objectives.</li> <li>• Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated to meet the required instructional objectives and standards.</li> <li>• Adequate and secure storage space is provided for materials, supplies, records, and equipment.</li> <li>• TVET institutions shall have adequate office room, classroom, laboratory room, workshop and library based on pedagogy and technical standard.</li> <li>• TVET institutions shall have adequate books, documents, journals and other kind of documents in according to each training course and all documents shall be stored in the library.</li> <li>• TVET institutions shall have internet service (wherever applicable) for teachers, staffs, civil servants, and students to do research.</li> <li>• TVET institutions shall have effective and efficient management procedure and regulation for usage and managing materials, tools, and equipment.</li> </ul>	<p><b>Criterion 2: Investment in facilities, equipment, tools and materials</b>            Basic information needed is the number of facilities, equipment, tools and materials available for existing programmes/courses and the number of facilities, equipment, tools and materials required for new programmes/courses. (Equipment : Student/Trainee Ratio)</p> <ul style="list-style-type: none"> <li>• maintenance/construction of facilities and purchase/ development of equipment, tools and materials to support existing or new programmes/courses</li> <li>• amount of funds invested</li> </ul>

<p><b>Quality Area 3: Staff and Teacher</b> All teachers are competent and qualified with appropriate occupational proficiency. In addition, instructors, administrators, guidance/counselling staff, and instructional support staffs are involved in an ongoing program for professional development designed to enhance the quality of instruction.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Each instructor must hold a valid teaching credential authorizing teaching of the assigned courses.</li> <li>• Each instructor shall have the appropriate occupational proficiency and work experience and /or professional preparation in their area(s) of instruction.</li> <li>• All instructors annually participate in professional development activities that are designed to enhance or expand their knowledge and skills.</li> <li>• Wherever appropriate, a senior instructor has been designated as Quality Assurance Representative (QAR) and a QA committee is formed in the institution.</li> <li>• Teachers are actively involved in directing and facilitating student learning and must have planning or lesson plan for students.</li> <li>• There should be evidence that demonstrates instructional planning.</li> <li>• TVET institutions shall update all staff and teacher background and insert those data into TVET-MIS System.</li> </ul>	<p><b>Criterion 3a: Participation rate in TVET programmes</b> Number of participants in TVET programmes, according to the type of programme and the individual criteria, besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.</p> <p><b>Criterion 3b: Inclusion or prevalence of vulnerable groups</b></p> <ul style="list-style-type: none"> <li>• Percentage of participants in TVET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender;</li> <li>• Success rate of disadvantaged groups according to age and gender.</li> </ul>
<p><b>Quality Area 4: Student</b> The quality of the output depends a lot on the quality of the input. Therefore, Institutions will have good process in selecting students who are qualified to undertake the training courses.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• TVET institutions have to have adequate and clear plan, procedure, and criteria for selecting student. Student selection criteria have to follow the order or parkas from the MoLVT.</li> <li>• TVET institutions must disseminate planning, procedure, and criteria in the selection of students to trainees/student and other stakeholders.</li> <li>• TVET institutions must have the procedure of student transfer and intake based on National Qualification Framework</li> <li>• TVET institutions must have policy in supporting vulnerable/minorities groups, job advisory service, and liaison mechanism with financial institutions to provide the study loan and credit for self-employment</li> <li>• TVET institutions shall prepare dormitory for students (wherever applicable).</li> </ul>	<p><b>Criterion 4: Completion rate in TVET programmes</b> Number of successfully completed or abandoned TVET programmes, according to the type of programme.</p> <p><b>Criterion 5: Placement rate of TVET graduates</b> Proportion of TVET programme completers at designated point in time after completion of training who are placed either in the labour market, further education or training or other destination.</p>
<p><b>Quality Area 5 : Curriculum, Teaching and Learning</b> Each TVET institution has to state their mission clearly and use curriculum which contain soft skills and hard skills, and clarify the objectives and learning outcome of each courses. The content of curriculum shall be evaluated and reviewed to fit to the standard. At the same time, in order to ensure the success of training programs, the curriculum document shall have strategic teaching and learning methodology.</p> <p><b>Indicators:</b> Curriculum has to focus on:</p> <ul style="list-style-type: none"> <li>• The description of goals, objectives, and overview of training courses</li> <li>• Duration of course and the training program</li> <li>• Appropriate Credit System/procedure or module which has been identified by National Training Board.</li> </ul>	<p><b>Criterion 6: Utilisation of acquired skills at the workplace</b></p> <ul style="list-style-type: none"> <li>• information on occupation obtained by individuals after completion of training, according to type of training and individual criteria.</li> <li>• satisfaction rate of individuals and employers with acquired skills/competences.</li> </ul>

<ul style="list-style-type: none"> <li>Principles of competency which are approved by NTB (in case the National Competency Standard does not exist, curriculum must be based on model industry standard which are approved by community or industry advisory group/s)</li> <li>Identification of instructional materials, texts, supplementary materials, equipment and facilities.</li> <li>Curriculum is reviewed regularly based on the needs of the labour market and technology.</li> <li>Each TVET institution must have committee to provide comment and revise curriculum</li> </ul> <p>Strategic teaching and learning methodology:</p> <ul style="list-style-type: none"> <li>Teaching must have lesson plan, teacher log book, and those books have to be checked and evaluated regularly.</li> <li>Teaching must have teaching methodology with quality and effectiveness.</li> <li>Must have adequate teaching aids to support teaching and learning</li> <li>Teachers should have qualification based on the level of training and training courses.</li> <li>Must have mechanism and procedure in evaluating student learning.</li> </ul>	
<p><b>Quality Area 6 : Research and Development</b></p> <p>Individuals who represent the community, business, industry, students, and parents serve on a Quality Management (QM) Advisory Committee to provide guidance to TVET institutions about the quality of its training programs. TVET institutions have to use the comment and guidance from advisory committee in the design, development, operation, evaluation, and support of any quality assurance initiatives in the institution. Moreover, each TVET institutions must have extension service and have consultation with all its stakeholders.</p> <p>Quality of the graduates should achieve the expected learning outcome and the needs of the stakeholders or Industry Advisory Group (IAG). Research activities carried out by academic staff and students should meet the requirement of the market. Institutional research should be able to answer some following questions (but not limited to):</p> <ul style="list-style-type: none"> <li>Is the average standard of the graduate satisfactory?</li> <li>Do the achieved standards match the expected standards?</li> <li>Do graduate get job easily? Are the jobs related to their training/specialization?</li> <li>Is there any change in the labour market that affects the employment of the graduates in the last 3-5 years? What are the employment prospects of the graduating students?</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>The QM advisory committee includes, but is not limited to, representatives from the local community, business, industry, students, parents, and other relevant individuals/institutions.</li> <li>The advisory committee shall meet at least three times a year.</li> <li>The institution should provide an extension service to implement the new knowledge and technology.</li> <li>Institution should establish industry-institute, and monitoring and evaluation team/committee.</li> <li>Institution shall have a feedback mechanism system from relevant stakeholder</li> <li>Institution shall have a marketing/advertisement system and publish newsletters regularly.</li> </ul>	<p><b>Criterion 7: Mechanisms to identify training needs in the labour market</b></p> <ul style="list-style-type: none"> <li>information on mechanisms set up to identify changing demands at different levels.</li> <li>evidence of their effectiveness.</li> </ul> <p><b>Criterion 8: Schemes used to promote better access to TVET</b></p> <ul style="list-style-type: none"> <li>information on existing schemes at different levels.</li> <li>evidence of their effectiveness.</li> </ul> <p><b>Criterion 9: Mechanisms to cooperate with external stakeholders / industry</b></p> <ul style="list-style-type: none"> <li>information on existing schemes at different levels.</li> <li>evidence of their effectiveness.</li> </ul>

## 3. The SDP – basis for the planning and management of school development

### 3.1 Why control via school development objectives?

Autonomy leads to more responsibility on the part of the school. The autonomous school has the responsibility to create the best conditions for the training and educational success of young people. The core task of the school is therefore the development and creation of optimal conditions for teaching and learning processes at the institute. The quality framework provides schools with orientation in terms of content and shows the essential key processes that must be organised at a school. Whilst the 9 quality criteria provide direct information and feedback on inputs and outputs of a school as well as its standing in the (local) community/society. More responsibility and greater decision-making leeway within the framework of autonomy mean that schools must systematically plan their development and account for the results and effects achieved with it. In this context, the systematic and evidence-based management of the school by means of target agreements or school development objectives with the training institution supervisory authority plays an important role. All staff (especially teachers/trainers) should be well involved in the selection and formulation of objectives so that they can see themselves reflected in the objectives and incorporate their concerns and perspectives. This also strengthens motivation and commitment to implementation. It pays to invest time in selecting and formulating the objectives and in identifying appropriate indicators. This relieves everyone involved in their work and makes it easier to assess whether a measure is successful or where improvements need to be made. As previously mentioned, the SDP is a dynamic instrument and it may have to be adapted again and again, e.g. due to changing conditions. These adjustments are sensible and necessary and are communicated to the staff and, in the case of major changes, also to the training institution supervisory authority.

### 3.2 How does the school arrive at objectives?

The development of objectives always starts with a review of the previous school development or quality assurance cycle (see annex 2 and annex 3) to ensure continuation of the development process. The school management, administration and teachers are involved in the review and planning / objective-setting processes of the school.

Possible goals of the school can be derived from various sources, but usually always refer to one of the following four categories:

- centrally defined reform projects (strategic objectives of the school's supervisory authority (MoLVT), e.g. introduction of green technology, special training programme for specific target group, etc.),
- provincially initiated topics and concerns (strategic objectives of the provincial training board),
- project related objectives (etc. ADB-funded project targets, SDC-funded project targets)
- and school-specific objectives, topics and concerns

Latter may arise from:

- Results of the school's internal quality assessment of the quality framework (quality assurance review / self-assessment)
- Results of previous SDP review / internal school evaluation
- Data from educational monitoring (e.g. student performance data)
- Specific challenges that have arisen in everyday school life (e.g. parent, students or employers complaints)
- SWOT analysis of the school

- Expansion plans by the school
- Results of the external school evaluation.

The selection of objectives for the school development plan is the responsibility of the school management in consultation with the staff and depends on various factors, such as:

- the size of the school,
- the state of school development,
- the size or dimensions of the objectives envisaged,
- from the available resources,
- the educational reform projects to be implemented in the respective types of schools, etc.

Objectives selected should be in-line with the mission and vision of the school. Both mission and vision of a school are long-term statements. While objectives are chosen for a certain planning period.

The development objectives should be agreed between the school management and the training institution supervisory authority and the provincial training board. The achievement of objectives and a review of the last school development plan will also be discussed.

### **3.3 Specifications with regard to the planning period as well as the number and content of the objectives**

The SDP is the school's central, strategic planning and management tool. It covers all school development projects of a school within the five-year planning period. Parallel structures (e.g. the implementation of reforms using other formats, documents or processes) should be avoided in order to enable systematic and well-ordered management of school development via QMS. For a planning period of five years, the selection of about two to three major strategic objectives is realistic and sensible. This means that several objectives are mapped in a SDP. However, a five-year SDP can also include several smaller objectives, and not every objective must or should be pursued for five years. Of course, additional strategic objectives are useful, provided that the school has the capacity to do so. Objectives or related project plans can be longer or shorter, depending on the project. For example, one of the strategic objectives in an SDP with a five-year planning period may be for five years, while the others may be achieved after just two or three years.

## **4. The structure of the school development plan**

The school development plan consists of several components. A template for filling can be found in annex 2. After the title page, which states the mission and vision of the school and summarises the strategic objectives for a five-year planning period, the SDP contains the following structure:

- Quality review
- Strategic objectives (initial situation, SMART objectives, indicator(s), reference to the quality framework, measures, internal school evaluation, project plan to achieve the goal)
- School specific objectives with the same breakdown
- Final page with the written agreement between the school management and the school's supervisory authority and the provincial training board.

## 4.1 Mission and vision of the school

### 4.1.1 The mission statement

The mission is a formally adopted and documented statement by the institution, which sets out its core purpose(s) for being (why it exists) and also explains its culture, values and ethics, the areas in which it operates, the programs and services it provides, and who its users are.

Key questions to be answered when developing the school's mission are:

- What is the scope of the school's operation and in which areas does it provide vocational education and training services?
- What role does it (want to) play in society?
- What core values and principles guide its operation?
- What norms of behaviour does it follow?

The mission statement serves a dual purpose. On the one hand, it helps the school's staff to remain focused on the tasks at hand, and on the other, it encourages them to find innovative ways of improving their work and performance with the aim of achieving the school's overarching goals.

While formulating the mission statement, the following criteria should be observed:

1. It should reflect what the school really is. It should express a noble aim and be valid for many years.
2. It should describe a value position.
3. It should be credible, short, and memorable.
4. It should be relevant.
5. It should avoid generalised language.

### 4.1.2 The vision statement

The vision outlines the desirable future position and activities of the school, and the stated intention of what the school desires to achieve and become in the long run, generally in a timeframe of 5 to 10 years. It depicts what the school will look like in the future and sets a defined direction for planning and implementing the school's strategy and development plans.

In particular, the content of the vision statement can include the:

- intended future position of the school, e.g., the position to be achieved in the structure of professions/occupations taught, in the geographic environment, the labour market segment, or in relation to the competitors and the stakeholders (partners),
- planned scope of the school's activities, e.g., what the school will do and what it will not do, what new activities it will undertake,
- innovative goals/objectives based on the identification of new needs.

Key questions to be answered when developing the school's vision are:

- What future state/position does the school want to achieve in 5-7-10 years?
- What kind of vocational education and training and other professional activities does it want to engage in?
- What kind of internal competences and skills does it have or want to develop to achieve its objectives?

The fundamental role of the vision, as distinct from the mission, is to inspire ambitious but achievable goals and to encourage people to make efforts. The school must ensure that the vision statement as a whole is consistent. The vision should be stretching, but achievable.

To conclude, the main difference between the mission and the vision is that while the mission statement talks about what the institution is doing in the present, the vision statement looks towards the future.

#### **Example of vision and mission statement:**

##### ***Our Vision***

*We are a leading school recognized for its quality education and technical training responsive to the needs of industries including agriculture, serving various stakeholders specially the less privilege, thus helping enterprises to grow and communities to prosper.*

##### ***Our Mission***

- *We commit in partnership with industry and other stake holders to the growth of enterprises and prosperity of communities.*
- *We commit to provide holistic technical education and train individuals to become competent industry professionals.*
- *We commit to develop our team to be efficient, highly motivated and guided by positive work values.*

## **4.2 Quality Review**

The SDP begins with a review of the past quality development period and the related school development plan (see annex 2 and annex 3). The purpose of the review is to reflect at the school and together with the school's supervisory authority, the provincial training board and the school advisory board on which strategic objectives could be achieved and which could not. There may be good reasons why an objective could not be achieved, such as changes in the framework conditions or changes in the environment of the school. It is important to explain to the staff school's supervisory authority, the provincial training board and the school advisory board why a certain objective could only be achieved partially or not at all. The quality review also includes a review of the achievement of the objectives carried out by asking how the individual objectives and related measures were evaluated or which indicators were used to measure the objectives.

## **4.3 Strategic objectives**

### **4.3.1 Initial situation and SMART formulation of objectives**

Following the quality review, the specific objectives for the (first) strategic objective of the five-year quality development period to be planned are formulated (see annex 4). After describing the data-based starting point for the selection of the strategic objective, it is a matter of developing the specific objectives, which have been roughly thematically agreed with the staff of the school in advance, into a SMART objective formulation. The specification of a SMART objective is carried out by the school management together with the quality team (designated teachers and/or staff). An objective is the description of an expected outcome or a desired state at a certain point in time (the target). Research results from objective-setting theory show that the type of objective-setting as well as the objective aspiration/requirement have a significant impact on the commitment and deliverables within an organization. Specific, ambitious objectives lead to better results than non-specific, generalized objectives. The planning of the strategic objectives and specific objectives in the school development plan therefore follows the logic of the SMART objective:

**Table: Checklist for the application of the SMART method**

Abbreviation	Criterion	Useful questions
S	Specific and concrete	<ul style="list-style-type: none"> <li>• What exactly do you want to achieve?</li> <li>• What are the specific characteristics of the objective to be achieved?</li> <li>• Is the objective free of interpretation? Does everyone at school understand what exactly is meant?</li> </ul>
M	Measurable	<ul style="list-style-type: none"> <li>• How do we know that the objective has been achieved?</li> <li>• How do we want to measure this?</li> </ul>
A	Attractive	<ul style="list-style-type: none"> <li>• Is the objective formulated in a motivating way?</li> <li>• Is the objective appropriate?</li> <li>• Is the target/result attractive?</li> </ul>
R	Realistic	<ul style="list-style-type: none"> <li>• Is the objective achievable in the given time with the given resources?</li> <li>• Is the objective even feasible in general?</li> <li>• Can we influence the achievement of objective?</li> </ul>
T	Time-bound	<ul style="list-style-type: none"> <li>• When exactly should the objective be achieved?</li> <li>• Are there intermediate dates?</li> </ul>

**Example of a SMART objective (written in school year 2022/23):**

By the end of the 2025, we have implemented a systematic tracer study for graduates of C3 courses in school year 2024/25.

**S** specific: systematic tracer study

**M** measurable: for graduates of C3 courses in school year 2024/25

**A** attractive: uniform, quality-assured tracer study for all C3 courses

**R** realistic: period of two years to prepare and X months to implement

**T** time-bound: until the end of the year 2025

### 4.3.2 Indicators for the achievement of objectives and relation to the quality framework

After the SMART objective formulation, the aim is to find indicators that can later be used to determine whether and to what extent an objective has been achieved. An indicator is a verifiable indicator of the desired future state as described in the objective. Indicators describe the extent to which a characteristic or property exists or is intended to exist. Commonly used indicators in schools for strategic objectives include opening of new programmes, upgrading of facilities, hiring of new teachers and for school specific objectives include repetition rate, dropout rate, graduation rate, results in standardized student achievement measurements, and final exams. Indicators can also be formed from specific challenges that have arisen in everyday school life (e.g. parent, students or employers complaints). The central question therefore is: How can I check the achievement of objectives.

### Examples of objective and indicators:

Objective	Indicators
At the beginning of the 2023/24 school year, teacher turnover is 30 percent lower than the average of the last five years.	<ul style="list-style-type: none"> <li>• Number of transfer requests</li> <li>• Number of new teachers per school year</li> <li>• Number of sick leave</li> </ul>
By September 30, 2023, all students in the first grades will know about the most important processes in the school.	<ul style="list-style-type: none"> <li>• Number of positive responses from class leaders</li> <li>• Registrations for the workshops in the Welcome Week</li> <li>• Feedback in the student questionnaire</li> </ul>

#### 4.3.3 Reference to the quality framework

The reference to the quality framework ensures that the school development objective corresponds to the understanding of good schools and good teaching as defined for Cambodia in the Quality Assurance Manual. A look at the quality criteria of the quality framework also opens up a view of possible measures that can contribute to the achievement of objectives. At this point, the strategic objective formulated must be assigned to the appropriate simplified quality dimension or the quality area/processes (including indicators) of CQAM.

#### 4.4 Measures or activities to achieve objectives

Objectives describe a desired end state or the desired outcome of a school development process (the target). Measures or activities are ways and means to achieve objectives. A defined SMART objective can be achieved through one or more measures/activities. The measures/activities are defined after the objectives have been formulated and the indicators have been described. Before the SMART objective is translated into a project plan, it must be ensured that the staff supports the defined objectives. Objectives and measures/activities must not be confused with each other. A SMART objective is the description of a desired state, and the measures/activities are the concrete steps to achieve the objective. Measures/activities are often confused with objectives. In this way, objectives are described too narrowly and the view of what one wants to achieve and the various ways to achieve it is severely narrowed.

#### Here are some examples of measures that are confused with objectives:

- By the end of the 2023 school year, 80 percent of teachers will take part in the training on the topic of "Individualization of Teaching".
- More than half of the students will keep a learning diary by the end of the 2023 school year.
- More than 90 percent of students have completed the support measures to make up for the deficits due to distance learning during the Corona pandemic.

#### Here again the distinction between objectives and measures:

Examples of objectives and measures	
Objective = desired end state	Measures = Activities to achieve objectives
By the end of the 2023/24 school year, we will have implemented a systematic feedback culture at our school.	Training of teachers in an assessment platform. Provision of logins for the platform. Training in the evaluation of feedback. Agreeing on feedback rules.
By the end of the 2022/23 school year, a transparent performance assessment will be in place for all students and parents. The	Departmental or sectional meetings to define a uniform assessment.

departments/sections assess using a uniform grading scale.	Evidence of performance assessment from all teachers to learners or parents. Timely and coordinated early warnings.
By the end of the 2023/24 school year, at least 75 percent of learners and teachers rated the school climate as very motivating or motivating.	Teacher training on student-centred teaching/ learning. Team-building activities for teachers. Team building activities in the classes. Promoting student participation. Promoting teacher participation. Organizing projects and company visits. Organization of a sports week.

#### 4.5 Project plan to achieve the objectives

The school development plan contains a project plan template (annex 5) that sets out who will implement which measures at the school and in what period of time. In coordination with the staff, the school management distributes the individual measures to the team of employees (teachers or administrative staff) or individual employee. It is important that as many employees as possible are involved in the implementation of school development projects and that the work is not just distributed among individuals.

This project plan is a simple form of project management:

- What? Actions under each specific objective
- Until when? Schedule (deadline)
- Who? Which team? Responsible and execution
- Output (products/results)
- Input/Resources needed (human, material, financial)

#### 4.6 Budgetary requirements plan

A budget requirement plan (see annex 6) should summarize the financial resources needed to implement the planned measure/activity of a specific objective. If required a short description for what the financial resources are needed should be added. Moreover, the amount needed to implement the measure/activity and the time (year) when the financial resources are needed should be stated. On the one hand, the budget requirement plan is useful for the school to check the feasibility of the planned measure(s) and to plan the financial resources provided accordingly, and on the other hand, it provides important information for the school authority (national or provincial level) on what financial needs have to be planned.

#### 4.7 Internal evaluation/monitoring of measures/activities during implementation

Finally, the school development plan contains information on how specific measures will be evaluated/monitored quantitatively or qualitatively (annex 7). It should be noted that it is not necessary to measure the quality of every single measure during or after implementation. Internal evaluation prefers to review the impact of measures/activities that are particularly important and sometimes involve a great deal of effort and should therefore be evaluated/monitored and reflected. It is important to specify in the school development plan which measures are to be evaluated/monitored, who are the target groups of the evaluation/monitoring (e.g. learners, teachers, parents, employers) and which instruments are to be used to carry out the evaluation/monitoring. The continuous evaluation/monitoring of these essential measures during implementation (formative evaluation) or evaluation after implementation (summative evaluation) represents evidence-based

feedback for the school management and the quality team. If the path of a formative evaluation is chosen, the school management can recognize during the implementation whether the chosen measures/activities are effective for achieving the objectives or whether adaptations need to be made in the project plan. Summative evaluations at the end of a measure check the success or non-success of a measure/activity in its entirety.

**Example of a formative evaluation:** Survey of legal guardians during a newly designed programme.

**Example of a summative evaluation:** Survey of legal guardians after the implementation of a newly designed programme.

Last but not least, annex 1 of the guidelines provide an overview of the process steps involved in developing a school development plan, and annex 8 provides a checklist helping the developers of the school development plan to check its completeness.

## 5. External evaluation and internal assessment

The external evaluation and improvement agreement meeting (IAM) between the school's supervisory authority and the school management is held at least every two years, whilst internal self-assessment/ and improvement meetings are held annually. Within the framework of **external evaluation and the IAM**, the implementation of the school development plan (progress) will be reviewed, and the quality audit of the school will take place (for more details see CQAM).

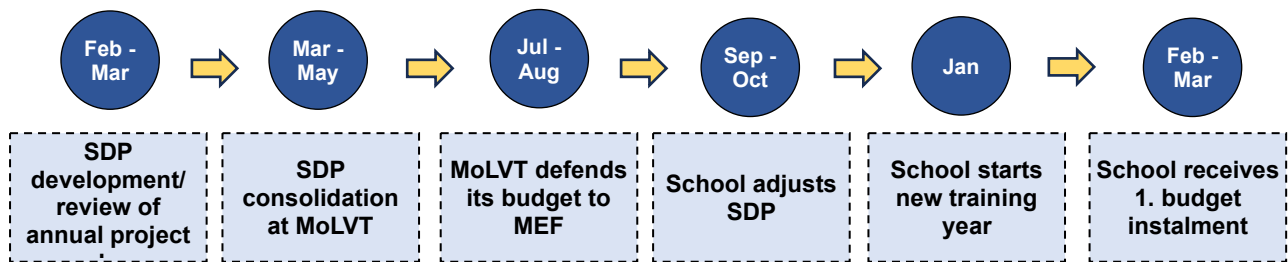
During **internal assessment** (self-assessment), school management and the quality team review each criterion and objective set by the school for the given development cycle. If needed, in case of deviations between targeted criteria and reached criteria, they review each quality area and related indicators of the CQAM. Based on the results of the review, they plan the corrective measures and activities needed to implement the school development plan. Every second year, in preparation of the external review, they review besides the criteria and objectives set by the school for the given development cycle, all quality areas and corresponding indicators.

To ensure that the criteria are clearly understood and commonly interpreted by all schools and their stakeholders, annex 2 provides a detailed description of each of the criterion and provides some questions schools need to ask themselves to find out improvement or actions needed for school performance.

## 6. Timing and process of school development planning

Each school shall develop a new school development plan every 5 years. The previous school development plan is reviewed, and the vision and mission statements are verified and adjusted if necessary. Afterwards, the school development plan for a five-year period is developed and broken down in annual operation or project plans. Annual review of the operation or project plan shall be carried-out and adjustments to the original school development plan and annual operation or project plan shall take place on a yearly basis. The timeframe for the development and implementation steps are shown in the graph below.

**Timing and process steps in school developing planning.**



As in all institutions depending on public funding, the implementation of the school development plan depends to a certain part on available funds and must be adjusted when funding is known. Therefore, it is of utmost importance to set realistic and achievable objectives in the first place.

## Annex 1: Process steps for the creation and implementation of the school development plan

The following table provides an overview of the procedure for creating and implementing a school development plan in QMS:

Step	Explanations
Analysis of strategic objectives	<p>Analysis of strategic objectives provided by the central authority (MoLVT) and /or provincial training board and formulate vision and mission of the school. Discuss and agree mission and vision with the school board.</p> <p>Mission and vision of a school are only changed if the strategic objectives of the central authority and the direction of the school are essentially redirected.</p>
Analysis of the school's initial situation by interpreting relevant data, reviewing the latest SDP.	<p>The following data sources are relevant for the analysis of the initial situation:</p> <ul style="list-style-type: none"> <li>• Results of the school's internal quality assessment of the quality framework (quality assurance review / self-assessment)</li> <li>• Results of previous SDP review / internal school evaluation</li> <li>• Data from educational monitoring (e.g. student performance data)</li> <li>• Specific challenges that have arisen in everyday school life (e.g. parent, students or employers complaints)</li> <li>• SWOT analysis of the school</li> <li>• Results of the external school evaluation.</li> </ul>
Pre-selection of objectives by the school management and the quality team.	Justification of objectives selected by the school management and quality team (e.g. based on data and evidence).
Final selection and coordination of objectives with the school staff.	E.g. in the context of a school conference, prioritization of objectives via relevant methods.
Drafting of the school development plan.	School management is responsible for developing the SDP, the quality team supports.
Agreeing objectives and school development plan with the training institution supervisory authority, the provincial training board and the school advisory board.	<p>The objectives selected by the school will be agreed with the training institution supervisory authority, the provincial training board and the school advisory board. (The external evaluation by the training institution supervisory authority may have been set for a later date. However, this does not prevent the following steps!). Availability of funds may change priorities or objectives.</p>

<p>Implementation of measures to achieve objectives.</p>	<p>SDP project plan, distribution of projects to teams and individual employees, regular reports on the status of the projects to the school management, regular reports from the school management on the implementation of the projects in school conferences.</p>
<p>Review of the achievement of objectives and the success of the measures by means of indicators and internal school evaluation.</p>	<p>Monitoring data, school-internal evaluation, if applicable data from external school evaluation.</p>
<p>Completion of projects, achievement of objectives.</p>	<p>Report of the school management on achieved objectives and completed projects within the framework of school conference(s), successful projects can become regularly implemented routine processes, report on the achievement of objectives within the framework of the external evaluation by the training institution supervisory authority and the provincial training board.</p>
<p>Next school development plan: analysis of the school's baseline using the interpretation of relevant data, review of the latest SDP, etc.</p>	

## Annex 2: Quality review template – (last) quality assurance criteria

Simplified quality criteria for school development	Target for last quality assurance / school development cycle	Actual figure archived	Remark / Reason for not archiving, archiving or over-archiving the target	Action to be taken for next planning cycle / period
<p><b>Criterion 1: Investment in training of employees (managers, support staff, teachers and trainers).</b></p> <ul style="list-style-type: none"> <li>• Basic information needed is the number of employees available and the number needed to fulfil the programmes (especially the teachers and trainers available for existing course and the number of teacher and trainers needed for new programmes/courses. (Teacher/ Trainer : Student/Trainee Ratio)).</li> <li>• share of employees (teachers and trainers) participating in further training.</li> <li>• amount of funds invested.</li> </ul>				
<p><b>Criterion 2: Investment in facilities, equipment, tools and materials.</b></p> <ul style="list-style-type: none"> <li>• Basic information needed is the number of facilities, equipment, tools and materials available for existing programmes/courses and the number of facilities, equipment, tools and materials required for new programmes/ courses. (Equipment : Student/ Trainee Ratio).</li> <li>• maintenance/construction of facilities and development/ purchase of equipment, tools and materials to support existing or new programmes/courses.</li> <li>• amount of funds invested.</li> </ul>				

<p><b>Criterion 3: Participation rate in TVET programmes and inclusion or prevalence of vulnerable groups.</b> Number of participants in TVET programmes, according to the type of programme and the individual criteria, besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.</p>				
<p><b>Criterion 4: Completion rate in TVET programmes.</b> Number of students successfully completing VET programmes, according to the type of programme and the individual criteria.</p>				
<p><b>Criterion 5: Placement rate in TVET programmes.</b></p> <ul style="list-style-type: none"> <li>• destination of TVET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria, including information on the destination of learners who have dropped out.</li> <li>• share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.</li> </ul>				
<p><b>Criterion 6: Utilisation of acquired skills at the workplace.</b></p> <ul style="list-style-type: none"> <li>• information on occupation obtained by individuals after completion of training, according to</li> </ul>				

type of training and individual criteria. <ul style="list-style-type: none"> <li>satisfaction rate of individuals and employers with acquired skills/competences.</li> </ul>				
<b>Criterion 7: Mechanisms to identify training needs in the labour market.</b> <ul style="list-style-type: none"> <li>information on mechanisms set up to identify changing demands at different levels.</li> <li>evidence of their effectiveness.</li> </ul>				
<b>Criterion 8: Schemes used to promote better access to TVET.</b> <ul style="list-style-type: none"> <li>information on existing schemes at different levels.</li> <li>evidence of their effectiveness.</li> </ul>				
<b>Criterion 9: Mechanisms to cooperate with external stakeholders/ industry.</b> <ul style="list-style-type: none"> <li>information on existing schemes at different levels.</li> <li>evidence of their effectiveness.</li> </ul>				

### Guiding questions to answer what measures/action to be taken for next planning cycle / period.

#### Criterion 1: Investment in training of employees (managers, support staff, teachers and trainers).

- How do we cater for professional learning opportunities to enhance staff knowledge and understanding of the changing demands of the labour market and the developments in their sector?
- How do we take into account the views of staff and/or learners when planning staff training and development?
- How effectively do we collaborate with industry, businesses, or the wider community in taking decisions about the further training of our employees?
- How do we align human resource development activities with strategic goals and core processes?
- How do we support further studies and the continuing professional development of our employees?
- How much have we committed to invest annually, including for digital skills?
- What evidence do we have to show this investment?

#### Criterion 2: Investment in facilities, equipment, tools and materials.

- What investment was committed during last planning period?

- How did we calculate the required investment and was the calculation correct?
- Did we generate any additional funds which could be invested into facilities, equipment, tools and materials?
- Did we receive any financial donation and/or donation in kind and how was it used?
- How much have we committed to invest annually, including for digital skills?
- What evidence do we have to proof investment in facilities, equipment, tools and materials?

**Criterion 3a: Participation rate in TVET programmes.**

- How do we keep track of the trends in number, type, and gender distribution of students attracted to our VET courses annually?
- How is this information stored and how can we access it to use it in our quality assurance cycle?
- What are the emerging trends in the participation in TVET programmes?

**Criterion 3b: Prevalence of vulnerable groups.**

- How do we address the range of risk factors and reasons of disadvantaged groups?
- How can we encourage the participation of disadvantaged groups in TVET programmes, including adapted training provision?
- What evidence can we get that our programmes are accessible and attractive, particularly for disadvantaged groups?
- How do the professional learning activities of teachers/trainers address specific issues, e.g., adapted training provision, including for disadvantaged groups?

**Criterion 4: Completion rate in TVET programmes.**

- How do we keep record of the rate of students who complete or drop out from our TVET courses?
- How can we access these data, how do we analyse them, and how are they used in the quality assurance cycle?
- What do completion rates tell us about the TVET provision? What are the emerging trends in programme completion, including the disadvantaged groups?
- Why do learners fail to complete TVET programmes? In what ways can we use this evidence to improve the situation?

**Criterion 5: Placement rate in TVET programmes.**

- How successful are the participants of TVET programmes at getting a job?
- How successful are the participants of TVET programmes at progressing to further learning/studies?
- How responsive are the TVET programmes to the changing demands in the labour market?
- How often and how are tracer studies carried out to see whether our graduates have found employment and where?
- How are these tracer study reports drawn up and used?

**Criterion 6: Utilisation of acquired skills at the workplace.**

- What mechanisms do we use to check that the TVET courses we are providing are relevant and useful in the labour market?
- How are the periodic surveys carried out? In what ways is this documented and how is the information fed back into our TVET courses?
- How satisfied are employers and employees with the acquired skills/ competences?
- How can we raise the level of our stakeholders' satisfaction?

- What evidence do we have that both learners and employers value the full range of what people know and can do after completing a TVET programme?

**Criterion 7: Mechanisms to identify training needs in the labour market.**

- What type of mechanism do we use to identify the (sectoral) training needs in the labour market?
- How do these mechanisms work (e.g., committees with representatives from the labour market, periodic surveys, regular meetings with employers)?
- How do we use the information gathered to plan our new/revised programmes?

**Criterion 8: Schemes used to promote better access to TVET (and provide guidance to (potential) TVET learners).**

- What kind of measures have we developed to raise the attractiveness of our TVET programmes?
- How successful are those measures in attracting more learners?
- How do we promote our courses? What are our main channels of information for prospective students?
- What evidence can we get that our programmes are accessible and attractive, particularly for disadvantaged groups?

**Criterion 9: Mechanisms to cooperate with external stakeholders/ industry.**

- What kind of measures have we developed to raise cooperation with external stakeholders/industry?
- How successful are those measures in attracting more cooperation agreements?
- How do we promote our school towards external stakeholders/industry?
- What are our main channels of information for attracting external stakeholders/industry?
- What evidence can we get that our cooperation mechanism with external stakeholders/industry are improving?

## Annex 3: Quality review template – (last) school development cycle

### Quality review

<See the last school development plan. Reflection of the last quality development period as part of the evaluation sheet and target agreement discussion with the training institution supervisory authority and the provincial training board.>

Insert the objectives of the last school development plan here	Has the objective been achieved? Please justify!	How do you proceed at your school?	How were the objective and the associated measures measured or evaluated?	What was the result of the measurement/evaluation?
<Objective 1>	<Reason>	<Will the measures and projects associated with the objective be institutionalized, mapped, adapted or cancelled? Please explain and justify!>	<enumerate indicators, key figures, questionnaires, interviews ... >	< enumerate results, products, key figures, ... >
<Objective 2>				
<Objective 3>				

## Annex 4: Strategic objective and (school) specific objective development template

<p><b>Strategic Objective 1</b> (For each additional strategic objective or school specific objective, please duplicate this template)</p> <p><b>Initial situation:</b> Describe here why you have chosen the objective below for the development of your school. Which initial situation, challenge or problem led to the selection of your objective? Possible objectives for the development of your school arise from, among other things:</p> <ul style="list-style-type: none"> <li>○ centrally defined reform projects (strategic objectives of the training institution supervisory authority (MLVT)),</li> <li>○ provincially initiated topics and concerns (strategic objectives of the provincial training board),</li> <li>○ and school-specific objectives, topics and concerns based on:           <ul style="list-style-type: none"> <li>○ Results of the school's internal quality assessment of the quality framework</li> <li>○ Results of previous SDP review / internal school evaluation</li> <li>○ Data from educational monitoring (e.g. student performance data)</li> <li>○ Specific challenges that have arisen in everyday school life (e.g. parent, students or employers complaints)</li> <li>○ Results of the external school evaluation/assessment.</li> <li>○ SWOT analysis of the school</li> <li>○ Expansion plans by the school</li> </ul> </li> </ul>	
<p><b>SMART (strategic or school-specific) objective</b> Define a SMART (strategic or school-specific) objective that your school wants to achieve. An objective is to describe an expected result or a desired state at a certain point in time.</p> <p><b>SMART</b> stands for:</p> <p><b>S</b> = specific and concrete. What exactly is to be achieved?  <b>M</b> = measurable. How do you determine that the objective has been achieved?  <b>A</b> = attractive. Is the objective formulated in a motivating way?  <b>R</b> = realistic. Is the objective achievable with the given resources in the given time?  <b>T</b> = time-bound. By when exactly should the objective be achieved?</p>	<p><b>Indicator(s)</b> An indicator indicates (as an indicator or key figure) whether an objective has been achieved. Indicators fit the objective, must be defined as early as the school development plan is drawn up and regularly reviewed (e.g. Graduation data, student performance data, indicators resulting from the internal school evaluation).</p>
<p><b>Reference to the Quality Framework</b></p>	<p>Select at least one <b>Quality area/process or quality criteria for school development</b>; if there are too many selected criteria or areas/processes, the target becomes non-specific. Duplicate fields if necessary.</p>
<p>Quality area(s)/process(es) / simplified quality criterion (criteria):</p>	



## Annex 5: Project plan template

School Development Plan (fill-in Institution Name): Project plan				
Objective	Schedule (Deadline)	Responsibility (R) and Execution (E)	Output (Products/Results)	Input / Resources (Human (HR), Material (MR), Financial (FR))
<b>Strategic Objective 1</b>				
<b>Specific Objective 1</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				
<b>Specific Objective 2</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				
<b>Specific Objective ..</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				

	<b>Schedule (Deadline)</b>	<b>Responsibility (R) and Execution (E)</b>	<b>Output (Products/Results)</b>	<b>Input / Resources (Human (HR), Material (MR), Financial (FR))</b>
<b>Strategic Objective 2</b>				
<b>Specific Objective 1</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				
<b>Specific Objective 2</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				
<b>Specific Objective ..</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				

<b>School Development Plan (NAME OF INSTITUTION): School Specific Objectives and Activities Planning Sheet</b>				
	<b>Schedule (Deadline)</b>	<b>Responsibility (R) and Execution (E)</b>	<b>Output (Products/Results)</b>	<b>Input / Resources (Human (HR), Material (MR), Financial (FR))</b>
<b>School Specific Objectives</b>				
<b>Specific Objective 1</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				
<b>Specific Objective 2</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				
<b>Specific Objective ..</b>				
Measure/activity 1				
Measure/activity 2				
Measure/activity 3				
Measure/activity ...				
Measure/activity ...				
Measure/activity ...				

## Annex 6: Budgetary requirements template

Objective		202_	202_	202_	202_	202_	Remark
<b>Strategic Objective 1</b>	<b>Financial Resources for ...</b>	<b>U\$</b>	<b>U\$</b>	<b>U\$</b>	<b>U\$</b>	<b>U\$</b>	
<b>Specific Objective 1</b>							
<insert measure/activity that require financial resources>	<insert description for what resources are needed>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	
<b>Specific Objective 2</b>							
<insert measure/activity that require financial resources>	<insert description for what resources are needed>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	
<b>Specific Objective ...</b>							
<insert measure/activity that require financial resources>	<insert description for what resources are needed>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	
<b>Strategic Objective 2</b>	<b>Financial Resources for ...</b>	<b>U\$</b>	<b>U\$</b>	<b>U\$</b>	<b>U\$</b>	<b>U\$</b>	
<b>Specific Objective 1</b>							
<insert measure/activity that require financial resources>	<insert description for what resources are needed>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	
<b>Specific Objective 2</b>							
<insert measure/activity that require financial resources>	<insert description for what resources are needed>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	
<b>Specific Objective ...</b>							
<insert measure/activity that require financial resources>	<insert description for what resources are needed>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	<insert amount>	

Enter information for each strategic objective, each specific objective and each measure/activity that needs financial resources.

## Annex 7: Internal school evaluation (monitoring) template

<b>Internal school evaluation (monitoring)</b>			
<Internal school evaluation (monitoring) checks the effect of measures that are particularly important and/or involve high effort and should therefore be evaluated and reflected.>			
<b>Which measures are evaluated?</b> (See measures point 2.5)	<b>Who is the target group of the evaluation?</b>	<b>What exactly do you want to know about the target group?</b>	<b>Which instruments are used?</b>
<Name of the measure>	<e.g. learners, teachers, guardians, employers, cooperation partners>	<e.g. learner satisfaction with a particular measure>	<e.g. questionnaires, interviews, feedback methods, focus groups>

## Annex 8: Checklist for the school development plan

	✓ Contents	Remark
1	<input type="checkbox"/> The SDP is completed.	
2	<input type="checkbox"/> The SDP contains a quality review/self-assessment that critically reflects on what could and could not be achieved in the past quality development period.	
3	<input type="checkbox"/> The objectives in the SDP were chosen on the basis of available school data/evidence generated in the process of running the school.	
4	<input type="checkbox"/> The chosen objectives are new school development projects (not routine processes or pro forma objectives).	
5	<input type="checkbox"/> The objectives are formulated in a SMART way.	
6	<input type="checkbox"/> The number and scope of the chosen objectives are in line with the quality development capacities of the school.	
7	<input type="checkbox"/> There is a clear link between the objectives and the quality framework for schools.	
8	<input type="checkbox"/> The SDP contains indicators that match the formulation of the intended targets, which make it possible to check the achievement of the targets.	
9	<input type="checkbox"/> The indicators can be collected easily or with reasonable effort.	
10	<input type="checkbox"/> The SDP contains measures that are in line with the formulation of the objective or that are suitable for achieving the objective.	
11	<input type="checkbox"/> The SDP maps plans for the evaluation of important measures that appear to be coherent in terms of content and easy to implement in terms of effort.	
12	<input type="checkbox"/> In the SDP, you will find project plans that clearly show who at the school is involved in the achievement of the objectives and in what form, and by when the results for achieving the objectives will be available.	
13	<input type="checkbox"/> The project plans show that many employees (teachers & administrative support staff) at the school are involved in the achievement of objectives and that the school development work is evenly distributed.	
14	<input type="checkbox"/> The SDP has been communicated to all employees, i.e. it is known at the school.	

## Annex 9: How does it work

### Scenario 1: The MoLVT provides new strategic direction by initiating a new strategy.

The new strategic Objective provided by MoLVT states: Providing skills training for the current and future labour market needs including 4IR and Green Economy.

#### 1. Step – Analyse strategic objective.

**What skills are needed for current and future labour market needs in Cambodia, in the province and in neighbouring countries?**

**What can the school offer, what additional courses can we offer, especially for the Green Economy?**

**What additional contents may be offered to include Green Economy in current courses?**

**Do we have facilities, equipment, materials and human resources to train Green Economy courses/content?**

**Do we have funding to implement new courses or additional content?**

#### 2. Step – Formulate SMART objectives.

**The PTC will offer XX new courses catering to the needs of green economy for up to ZZ students starting Q4 202\_**

**The PTC will implement additional content covering topics of green economy for XX courses in YY technologies for all students starting in summer 202\_**

#### 3. Step – Reference to the quality framework.

**Do we have to address, improve, change or adjust:**

##### – Quality Area 1: Management and Governance?

- The mission, goal, objectives, and activities of TVET institutions should be clearly defined in the institution strategic plan. (If yes, please formulate measure or activity statement)

*Add additional objectives in the school development plan*

- TVET institutions shall accurately define strategic plan in according with its' resources. (If yes, please formulate measure or activity statement)

*Define necessary measures, activities and resources needed to implement objectives*

- TVET institutions shall put training, academic activities and actions stated in its strategic plan into effective use. (If yes, please formulate measure or activity statement)

*Implement, monitor and evaluate the measures and activities*

- Mission, goals, and objective of the TVET institutions shall be widely disseminated to all the TVET's teaching staff and students. (If yes, please formulate measure or activity statement)

*Discuss new objectives with PTB, school advisory board and inform staff and students*

- Strategic plan of TVET institutions shall be well disseminated to all involved members within TVET sector. (If yes, please formulate measure or activity statement)

*Disseminate changes in school development plan to DGTNET, PTB, school advisory board and staff*

- Each TVET institution shall have adequate leading and management mechanism based on the stated mission. (If yes, please formulate measure or activity statement)

---

– **Quality Area 2: Physical Resource?**

- Facilities, equipment, and instructional materials are of sufficient quantity and quality needed to accomplish stated instructional objectives. (If yes, please formulate measure or activity statement)

*Prepare specifications of new equipment and materials needed and request/purchase equipment and materials*

---

- Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated to meet the required instructional objectives and standards. (If yes, please formulate measure or activity statement)

*Prepare maintenance schedule for new equipment*

---

- Adequate and secure storage space is provided for materials, supplies, records, and equipment. (If yes, please formulate measure or activity statement)

*Determine and prepare storage room for new equipment and materials*

---

- TVET institutions shall have adequate office room, classroom, laboratory room, workshop and library based on pedagogy and technical standard. (If yes, please formulate measure or activity statement)

*Determine teaching/learning areas for new courses and prepare rooms/workshops as required*

---

- TVET institutions shall have adequate books, documents, journals and other kind of documents in according to each training course and all documents shall be stored in the library. (If yes, please formulate measure or activity statement)

*Check availability of teaching/learning materials. Prepare or request additional teaching learning materials.*

---

- TVET institutions shall have internet service (wherever applicable) for teachers, staffs, civil servants, and students to do research. (If yes, please formulate measure or activity statement)
- 

- TVET institutions shall have effective and efficient management procedure and regulation for usage and managing materials, tools, and equipment. (If yes, please formulate measure or activity statement)
- 

– **Quality Area 3: Staff and Teacher?**

- Each instructor must hold a valid teaching credential authorizing teaching of the assigned courses. (If yes, please formulate measure or activity statement)
- 

- Each instructor shall have the appropriate occupational proficiency and work experience and /or professional preparation in their area(s) of instruction. (If yes, please formulate measure or activity statement)

*Upgrade teachers/instructors designated to teach new courses before start of new training courses*

---

- All instructors annually participate in professional development activities that are designed to enhance or expand their knowledge and skills. (If yes, please formulate measure or activity statement)
- 

- Wherever appropriate, a senior instructor has been designated as Quality Assurance Representative (QAR) and a QA committee is formed in the institution. (If yes, please formulate measure or activity statement)
- 

- Teachers are actively involved in directing and facilitating student learning and must have planning or lesson plan for students. (If yes, please formulate measure or activity statement)

*Prepare lesson plans for new courses*

---

- There should be evidence that demonstrates instructional planning. (If yes, please formulate measure or activity statement)

*Compile/prepare new lesson plans and teaching/learning and assessment materials for the new courses*

- TVET institutions shall update all staff and teacher background and insert those data into TVET-MIS System. (If yes, please formulate measure or activity statement)

– **Quality Area 4: Student?**

- TVET institutions have to have adequate and clear plan, procedure, and criteria for selecting student. Student selection criteria have to follow the order or parkas from the MoLVT. (If yes, please formulate measure or activity statement)

*Determine entrance requirements for new courses*

- TVET institutions must disseminate planning, procedure, and criteria in the selection of students to trainees/student and other stakeholders. (If yes, please formulate measure or activity statement)

*Promote and distribute course content and entry requirements of new courses*

- TVET institutions must have the procedure of student transfer and intake based on National Qualification Framework. (If yes, please formulate measure or activity statement)

- TVET institutions must have policy in supporting vulnerable/minorities groups, job advisory service, and liaison mechanism with financial institutions to provide the study loan and credit for self-employment. (If yes, please formulate measure or activity statement)

- TVET institutions shall prepare dormitory for students (wherever applicable). (If yes, please formulate measure or activity statement)

– **Quality Area 5: Curriculum, Teaching and Learning?**

**Curriculum has to focus on:**

- The description of goals, objectives, and overview of training courses. (If yes, please formulate measure or activity statement)

*Request training package from Department of Standards and Curriculum (DSC)*

- Duration of course and the training program. (If yes, please formulate measure or activity statement)

*Decide how to implement the course (centre-based, with in-service training, etc.)*

- Appropriate Credit System/procedure or module which has been identified by National Training Board. (If yes, please formulate measure or activity statement)

- Principles of competency which are approved by NTB (in case the National Competency Standard does not exist, curriculum must be based on model industry standard which are approved by community or industry advisory group/s). (If yes, please formulate measure or activity statement)

- Identification of instructional materials, texts, supplementary materials, equipment and facilities. (If yes, please formulate measure or activity statement)

*Identify and compile/prepare new lesson plans and teaching/learning and assessment materials for the new courses*

- Curriculum is reviewed regularly based on the needs of the labour market and technology. (If yes, please formulate measure or activity statement)

*Plan review and monitoring of course implementation and provide feedback to DSC*

- Each TVET institution must have committee to provide comment and revise curriculum. (If yes, please formulate measure or activity statement)

**Strategic teaching and learning methodology:**

- Teaching must have lesson plan, teacher logbook, and those books have to be checked and evaluated regularly. (If yes, please formulate measure or activity statement)

*Prepare lesson plan and logbook for new courses*

- Teaching must have teaching methodology with quality and effectiveness. (If yes, please formulate measure or activity statement)

*Plan and prepare peer review of course implementation*

- Must have adequate teaching aids to support teaching and learning. (If yes, please formulate measure or activity statement)

*Identify and compile/prepare teaching/learning and assessment materials for the new courses. Request teaching/learning package from DSC*

- Teachers should have qualification based on the level of training and training courses. (If yes, please formulate measure or activity statement)

*Define training needs of teachers/instructors to implement new courses*

- Must have mechanism and procedure in evaluating student learning. (If yes, please formulate measure or activity statement)

*Develop assessment procedures and include in lesson plan*

**– Quality Area 6: Research and Development?**

- The QM advisory committee includes, but is not limited to, representatives from the local community, business, industry, students, parents, and other relevant individuals/institutions. (If yes, please formulate measure or activity statement)

- The advisory committee shall meet at least three times a year. (If yes, please formulate measure or activity statement)

*Discuss new courses with advisory committee*

- The institution should provide an extension service to implement the new knowledge and technology. (If yes, please formulate measure or activity statement)

*Inform community about new courses and look for partnership with business/companies*

- Institution should establish industry-institute, and monitoring and evaluation team/committee. (If yes, please formulate measure or activity statement)

*Invite business/company representatives to participate or observe final assessment of students*

- Institution shall have a feedback mechanism system from relevant stakeholder. (If yes, please formulate measure or activity statement)

*Develop and implement tracer study for students of new courses and feedback questionnaire for employers*

- Institution shall have a marketing/advertisement system and publish newsletters regularly. (If yes, please formulate measure or activity statement)

*Design and implement marketing of new courses*

#### 4. Step – Plan measures and activities to implement SMART objectives.

Each indicator identified in any quality area to be addressed, improved, modified or adapted must be complemented by measures or activities, timeframes, responsibilities, resources and, where appropriate, monitoring measures.

**The following measures/activities were identified with the help of the quality assurance areas and corresponding indicators:**

- *Add additional objectives in the school development plan.*
- *Define necessary measures, activities and resources needed to implement objectives.*
- *Implement, monitor and evaluate the measures and activities.*
- *Discuss new objectives with PTB, school advisory board and inform staff and students.*
- *Disseminate changes in school development plan to DGTVET, PTB, school advisory board and staff.*
- *Prepare specifications of new equipment and materials needed and request/purchase equipment and materials.*
- *Prepare maintenance schedule for new equipment.*
- *Determine and prepare storage room for new equipment and materials.*
- *Determine teaching/learning areas for new courses and prepare rooms/workshops as required.*
- *Check availability of teaching/learning materials. Prepare or request additional teaching learning materials.*
- *Upgrade teachers/instructors designated to teach new courses before start of new training courses.*
- *Prepare lesson plans for new courses.*
- *Compile/prepare new lesson plans and teaching/learning and assessment materials for the new courses.*
- *Determine entrance requirements for new courses.*
- *Promote and distribute course content and entry requirements of new courses.*
- *Request training package from Department of Standards and Curriculum (DSC).*
- *Decide how to implement the course (centre-based, with in-service training, etc.).*
- *Identify and compile/prepare new lesson plans and teaching/learning and assessment materials for the new courses.*
- *Plan review and monitoring of course implementation and provide feedback to DSC.*
- *Prepare lesson plan and logbook for new courses.*
- *Plan and prepare peer review of course implementation.*
- *Identify and compile/prepare teaching/learning and assessment materials for the new courses. Request teaching/learning package from DSC.*
- *Define training needs of teachers/instructors to implement new courses.*
- *Develop assessment procedures and include in lesson plan.*
- *Discuss new courses with advisory committee.*
- *Inform community about new courses and look for partnership with business/companies.*
- *Invite business/company representatives to participate or observe final assessment of students.*
- *Develop and implement tracer study for students of new courses and feedback questionnaire for employers.*
- *Design and implement marketing of new courses.*
- *Develop and implement tracer study for students of new courses and feedback questionnaire for employers.*
- *Design and implement marketing of new courses.*

Now the school has to plan the time frame for implementation, responsibilities, resources and, where appropriate, monitoring measures using templates provided in annex 5 to 7.

**Strategic Objective 1** (For each additional strategic objective or school specific objective, please duplicate this template)

**Initial situation:**

*The MoLVT provided a new strategic direction by initiating a new strategy. The new strategic objective provided by MoLVT states: Providing skills training for the current and future labour market needs including 4IR and Green Economy.*

*The PTC analysed its situation by asking the following questions:*

- *What skills are needed for current and future labour market needs in Cambodia, in the province and in neighbouring countries?*
- *What can the school offer, what additional courses can we offer, especially for the Green Economy?*
- *What additional contents may be offered to include Green Economy in current courses?*
- *Do we have facilities, equipment, materials and human resources to train Green Economy courses/content?*
- *Do we have funding to implement new courses or additional content?*

*By answering the questions, the PTC realized that it has capacity to offer some new courses and add some specific contents related to green economy to existing courses. With this result, the PTC formulated two specific objectives.*

*Providing skills training for the current and future labour market needs including 4IR and Green Economy.*

- *The PTC will offer XX new courses catering to the needs of green economy for up to ZZ students starting Q4 202\_*
- *The PTC will implement additional content covering topics of green economy for XX courses in YY technologies for all students starting in summer 202\_*

**Indicator(s)**

- *Number of new courses offering training in green economy.*
- *Number of students trained in green economy after Q4 202\_.*
- *Number of courses edited to include topics on green economy.*
- *Number of students trained and assessed on topics of green technology after summer 202\_.*
- *Number of graduates placed w/in 1 year*

**Reference to the Quality Framework**

Select at least one **Quality area/process or quality criteria for school development**; if there are too many selected criteria or areas/processes, the target becomes non-specific. Duplicate fields if necessary.

Quality area(s)/process(es) / quality criterion (criteria):

*Criterion 3a: Participation rate in TVET programmes (increase participation rate by offering new or revised courses in green economy or covering green economy)*  
*Criterion 5: Employment rate of TVET graduates*

<p><b>SMART specific objective</b> (for each additional specific objective, please duplicate this sheet).</p> <p><i>The PTC will offer XX new courses catering to the needs of green economy for up to ZZ students starting Q4 202_</i></p>	<p><b>Indicator(s)</b></p> <p><i>Number of new courses offering training in green economy.</i></p> <p><i>Number of students trained in green economy after Q4 202_.</i></p> <p><i>Number of graduates placed (employed or in further education) w/in 1 year.</i></p>
<p><b>Measures</b></p>	
<p><i>Add additional objectives in the school development plan.</i></p>	
<p><i>Define necessary measures, activities and resources needed to implement objectives.</i></p>	
<p><i>Implement, monitor and evaluate the measures and activities.</i></p>	
<p><i>Discuss new objectives with PTB, school advisory board and inform staff and students.</i></p>	
<p><i>Disseminate changes in school development plan to DGTVET, PTB, school advisory board and staff.</i></p>	
<p><i>Prepare specifications of new equipment and materials needed and request/purchase equipment and materials.</i></p>	
<p><i>Prepare maintenance schedule for new equipment.</i></p>	
<p><i>Determine and prepare storage room for new equipment and materials.</i></p>	
<p><i>Determine teaching/learning areas for new courses and prepare rooms/workshops as required.</i></p>	
<p><i>Check availability of teaching/learning materials. Prepare or request additional teaching learning materials.</i></p>	
<p><i>Upgrade teachers/instructors designated to teach new courses before start of new training courses.</i></p>	
<p><i>Prepare lesson plans for new courses.</i></p>	
<p><i>Compile/prepare new lesson plans and teaching/learning and assessment materials for the new courses.</i></p>	
<p><i>Determine entrance requirements for new courses.</i></p>	

<i>Promote and distribute course content and entry requirements of new courses.</i>
<i>Request training package from Department of Standards and Curriculum (DSC).</i>
<i>Decide how to implement the course (centre-based, with in-service training, etc.).</i>
<i>Identify and compile/prepare new lesson plans and teaching/learning and assessment materials for the new courses.</i>
<i>Plan review and monitoring of course implementation and provide feedback to DSC.</i>
<i>Prepare lesson plan and logbook for new courses.</i>
<i>Plan and prepare peer review of course implementation.</i>
<i>Identify and compile/prepare teaching/learning and assessment materials for the new courses. Request teaching/learning package from DSC.</i>
<i>Define training needs of teachers/instructors to implement new courses.</i>
<i>Develop assessment procedures and include in lesson plan.</i>
<i>Discuss new courses with advisory committee.</i>
<i>Inform community about new courses and look for partnership with business/companies.</i>
<i>Invite business/company representatives to participate or observe final assessment of students.</i>
<i>Develop and implement tracer study for students of new courses and feedback questionnaire for employers.</i>
<i>Design and implement marketing of new courses.</i>
<i>Develop and implement tracer study for students of new courses and feedback questionnaire for employers.</i>
<i>Design and implement marketing of new courses.</i>

## Annex 10: Try it yourself

Please read the next scenario carefully, study the provided analysis and formulated SMART objective, and then use the quality assurance indicators (3. Step – Reference to the quality framework) to determine the measures and activities needed to achieve the objective.

### Scenario 2: The school plans to increase the number of enrolments.

#### Set criteria 3a: Increase enrolment of students

##### 1. Step – Analyse specific objective.

Which courses/programmes have the greatest potential for increase?

Do we have enough resources to increase the enrolment and what resources are needed?

Do we have funding available?

##### 2. Step – Formulate SMART objective.

The PTI will increase the enrolment of students in C1 to C3 courses of automotive servicing and electrical installation by 10 percent till 2025

##### 3. Step – Reference to the quality framework.

Do we have to address, improve, change or adjust:

###### – Quality Area 1: Management and Governance?

The mission, goal, objectives, and activities of TVET institutions should be clearly defined in the institution strategic plan. (If yes, please formulate measure or activity statement)

TVET institutions shall accurately define strategic plan in according with its' resources. (If yes, please formulate measure or activity statement)

TVET institutions shall put training, academic activities and actions stated in its strategic plan into effective use. (If yes, please formulate measure or activity statement)

Mission, goals, and objective of the TVET institutions shall be widely disseminated to all the TVET's teaching staff and students. (If yes, please formulate measure or activity statement)

Strategic plan of TVET institutions shall be well disseminated to all involved members within TVET sector. (If yes, please formulate measure or activity statement)

Each TVET institution shall have adequate leading and management mechanism based on the stated mission. (If yes, please formulate measure or activity statement)

###### – Quality Area 2: Physical Resource?

Facilities, equipment, and instructional materials are of sufficient quantity and quality needed to accomplish stated instructional objectives. (If yes, please formulate measure or activity statement)

Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated to meet the required instructional objectives and standards. (If yes, please formulate measure or activity statement)

---

Adequate and secure storage space is provided for materials, supplies, records, and equipment. (If yes, please formulate measure or activity statement)

---

TVET institutions shall have adequate office room, classroom, laboratory room, workshop and library based on pedagogy and technical standard. (If yes, please formulate measure or activity statement)

---

TVET institutions shall have adequate books, documents, journals and other kind of documents in according to each training course and all documents shall be stored in the library. (If yes, please formulate measure or activity statement)

---

TVET institutions shall have internet service (wherever applicable) for teachers, staffs, civil servants, and students to do research. (If yes, please formulate measure or activity statement)

---

TVET institutions shall have effective and efficient management procedure and regulation for usage and managing materials, tools, and equipment. (If yes, please formulate measure or activity statement)

---

– **Quality Area 3: Staff and Teacher?**

Each instructor must hold a valid teaching credential authorizing teaching of the assigned courses. (If yes, please formulate measure or activity statement)

---

Each instructor shall have the appropriate occupational proficiency and work experience and /or professional preparation in their area(s) of instruction. (If yes, please formulate measure or activity statement)

---

All instructors annually participate in professional development activities that are designed to enhance or expand their knowledge and skills. (If yes, please formulate measure or activity statement)

---

Wherever appropriate, a senior instructor has been designated as Quality Assurance Representative (QAR) and a QA committee is formed in the institution. (If yes, please formulate measure or activity statement)

---

Teachers are actively involved in directing and facilitating student learning and must have planning or lesson plan for students. (If yes, please formulate measure or activity statement)

---

There should be evidence that demonstrates instructional planning. (If yes, please formulate measure or activity statement)

---

TVET institutions shall update all staff and teacher background and insert those data into TVET-MIS System. (If yes, please formulate measure or activity statement)

---

- **Quality Area 4: Student?**

TVET institutions have to have adequate and clear plan, procedure, and criteria for selecting student. Student selection criteria have to follow the order or parkas from the MoLVT. (If yes, please formulate measure or activity statement)

---

TVET institutions must disseminate planning, procedure, and criteria in the selection of students to trainees/student and other stakeholders. (If yes, please formulate measure or activity statement)

---

TVET institutions must have the procedure of student transfer and intake based on National Qualification Framework. (If yes, please formulate measure or activity statement)

---

TVET institutions must have policy in supporting vulnerable/minorities groups, job advisory service, and liaison mechanism with financial institutions to provide the study loan and credit for self-employment. (If yes, please formulate measure or activity statement)

---

TVET institutions shall prepare dormitory for students (wherever applicable). (If yes, please formulate measure or activity statement)

- **Quality Area 5: Curriculum, Teaching and Learning?**

**Curriculum has to focus on:**

The description of goals, objectives, and overview of training courses. (If yes, please formulate measure or activity statement)

---

Duration of course and the training program. (If yes, please formulate measure or activity statement)

---

Appropriate Credit System/procedure or module which has been identified by National Training Board. (If yes, please formulate measure or activity statement)

---

Principles of competency which are approved by NTB (in case the National Competency Standard does not exist, curriculum must be based on model industry standard which are approved by community or industry advisory group/s). (If yes, please formulate measure or activity statement)

---

Identification of instructional materials, texts, supplementary materials, equipment and facilities. (If yes, please formulate measure or activity statement)

---

Curriculum is reviewed regularly based on the needs of the labour market and technology. (If yes, please formulate measure or activity statement)

---

Each TVET institution must have committee to provide comment and revise curriculum. (If yes, please formulate measure or activity statement)

---

**Strategic teaching and learning methodology:**

Teaching must have lesson plan, teacher logbook, and those books have to be checked and evaluated regularly. (If yes, please formulate measure or activity statement)

Teaching must have teaching methodology with quality and effectiveness. (If yes, please formulate measure or activity statement)

---

Must have adequate teaching aids to support teaching and learning. (If yes, please formulate measure or activity statement)

---

Teachers should have qualification based on the level of training and training courses. (If yes, please formulate measure or activity statement)

---

Must have mechanism and procedure in evaluating student learning. (If yes, please formulate measure or activity statement)

---

– **Quality Area 6: Research and Development?**

The QM advisory committee includes, but is not limited to, representatives from the local community, business, industry, students, parents, and other relevant individuals/institutions. (If yes, please formulate measure or activity statement)

---

The advisory committee shall meet at least three times a year. (If yes, please formulate measure or activity statement)

---

The institution should provide an extension service to implement the new knowledge and technology. (If yes, please formulate measure or activity statement)

---

Institution should establish industry-institute, and monitoring and evaluation team/committee. (If yes, please formulate measure or activity statement)

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Institution shall have a feedback mechanism system from relevant stakeholder. (If yes, please formulate measure or activity statement)

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Institution shall have a marketing/advertisement system and publish newsletters regularly. (If yes, please formulate measure or activity statement)

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**4. Step – Plan measures and activities to implement SMART objectives.**

Each indicator identified in any quality area to be addressed, improved, modified or adapted must be complemented by measures or activities, timeframes, responsibilities, resources and, where appropriate, monitoring measures.